**SYLLABUS**

Grading for Learning

Summer 2014

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**COURSE FORMAT**

This course will be offered through online instruction and course work. All materials will be available on via a Google + Community

**Course Description**

Current research about grading practices will be the foundation of this course. The use of homework as an instructional tool and how this relates to grading will be included in the course content. Activities will include discussion board postings and responses, and a final summary in the form of a grading and homework policy recommendation.

**Required Text**

O’Connor, K. (2002) *How to grade for learning, Second Edition.*  Thousand Oaks, CA: Corwin Press.

**Course Objective**

Participants will understand research and best practices about grading through an online discussion of the text and by recommending a grading/homework policy.

**Doane Education Standards**

The graduate student, as a developing professional, works toward building and improving skills in the following areas:

* The developing professional recognizes and provides for individual differences and diversity.
* The developing professional uses a variety of instructional strategies to encourage students’ development of skills for critical thinking and problem solving.
* The developing professional uses classroom management and motivational strategies to create a positive learning environment.
* The developing professional utilizes effective planning techniques.
* The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.
* The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students’ learning.

**Requirements**

Course participants will be expected to:

* Read and respond to discussion questions and cues about the text.
* Fully participate in all online course activities.
* Provide a grading and homework policy recommendation.

**Course Topics/Assignments Timeline**

All course assignments will apply directly to the application of the content to the design of a grading/homework policy. The course content is divided into topics to be considered when designing this recommendation. Each topic of study will require students to read selected sections of the text or other resources, and answer discussion board questions. The final summary is will be to provide a recommended grading and homework policy based on the content from the text.

The topics and timeline are as follows:

|  |  |  |
| --- | --- | --- |
| **Course Topic** |  | **Task** |
| Introduction  Pgs. 2-46 | June 16 | Post responses to discussion questions |
| Linking Grades, Standards, and Individual Achievement  Chapters 1, 2, 3 | June 17 | Post responses to discussion questions |
| Sampling, Changing Grades, Crunching Numbers, and Homework  Chapters 4, 5, 6 | June 18 | Post responses to discussion questions.  Review information at <http://lenny-homework.wikispaces.com/> and respond to questions. |
| Keeping Records and Communicating  Chapters 7, 8, 9 | June 19 | Post responses to discussion questions |
| Grading Issues  Chapters 10,11,12 | June 20 | Post responses to discussion questions |
| Summary: Grading and Homework Policy Recommendation | June 20 | Review information at <http://lenny-homework.wikispaces.com/>  Provide recommendations for a grading/homework policy. |

**Evaluation**

Graduate courses are designed around 15 contact hours per 1 credit hour course. Discussion board work will be credited in the Quality of Online Discussions category of your final course grade. To facilitate effective discussion board work, it is critical for students to post their initial responses to assignments in a timely fashion.

|  |  |
| --- | --- |
| **Assignment/Discussion** | **Points** |
| Introduction | 10 |
| Linking Grades, Standards, Individual Achievement | 10 |
| Sampling, Changing Grades, Crunching Numbers, Homework | 10 |
| Keeping Records and Communicating | 10 |
| Grading Issues | 10 |
| Summary: Grading Policy Recommendation | 25 |
| Quality of Online Discussions | 25 |
| Total | 100 |

**Criteria**

All assignments will be graded on their originality, complexity, knowledge and contribution to the field of education. Emphasis should be on designing a recommended grading/homework policy. All assignments must be completed on, or prior to, their due date. All work should be professionally presented and written work should display high standards of spelling and grammar. Work not meeting this standard will be turned back to the student for review and revision.

**Grading Scale**

|  |  |
| --- | --- |
| **Letter Grade** | **Point Range** |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| d | 60-69 |
| f | Below 60 |

**GUIDELINES FOR ONLINE DISCUSSION QUALITY**

|  |  |
| --- | --- |
| Level of Quality | Comments and Responses |
| Excellent | * Integrate views * Deepen dialogue * Build on ideas of other postings * Go beyond information given * Stimulate additional thought about the topic * Feedback is constructive, specific and supportive * Well-written * Accurate, original and relevant |
| Above Average | Contains most of the above qualities and makes a significant contribution. |
| Average | Contains some of the above qualities and contributes some to the conversation. |
| Minimal | Contains a few of the above qualities and may add a social and collegial presence. |
| Unacceptable | Contains none of the above. |

The above guidelines are drawn from various sources including:

Haavind, S. (2004) Teacher as online facilitator. in Eds. Zimmerman, I. & Koufman-Fredricks, A. Mission Possible: Reaching all learners with Technology. Boston, MA: MASCD.

# Pelz, B. (2004) (My) three principles of effective online pedagogy. Journal of Asynchronous Learning Networks. 30(8) Retrieved on January 25, 2007 from http://www.sloan-c.org/publications/jaln/v8n3/v8n3\_pelz.asp

Wiggins, G. & McTighe, J. (1998) Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.